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ABSTRACT

Guidelines for developing strategies and policies that ensure equal access to education for Maine's homeless children and youth are provided in this document. The first part outlines factors that place students at risk for homelessness. The second part focuses on developing effective school policies and strategies to help homeless children gain equal access to a quality education. Individual sections offer information on the following: school selection; enrollment/identification; attendance and delivery of services; request and release of school records; contact with external agencies; and coordination of internal and external comprehensive services. Each section provides a checklist of indicators to assess a school's effectiveness in meeting the needs of homeless children. Because many issues involve legal compliance, a law or regulation is cited if action is required. (LMI)

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POLICY AND PROCEDURES MANUAL FOR ASSURING EQUAL ACCESS TO EDUCATION AND SUCCESS IN SCHOOL FOR ALL MAINE'S HOMELESS CHILDREN AND YOUTH

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POLICY AND PROCEDURES MANUAL FOR ACCESS TO EDUCATION AND SUCCESS IN SCHOOL FOR ALL MAINE'S HOMELESS CHILDREN AND YOUTH

Preface

The purpose of this procedures manual is to provide guidance to school officials for developing strategies and policies to assure equal access to education for homeless children and youth. Assuring equal access to education for all homeless children and youth is an essential component of the school unit's compliance with federal and state statutes. School policies and practices must be examined at each grade level and in each school to develop consistent, enforceable and effective policies. Regular, periodic examination and review of the results of these policies must be undertaken to assess the results of these policies and to make necessary revisions or modifications.

TABLE OF CONTENTS

		PAGE
I.	Factors Affecting Homelessness	1
II.	Developing Effective School Policies and Strategies	2
A.	School Selection	3
B.	Enrollment/Identification	4
C.	Request and Release of School Records	7
D.	School Attendance and Delivery of Service	8
E.	Contact with Out-of-School Agencies	17
F.	Coordination of Comprehensive Services Within and Out-of-School	18

I. FACTORS AFFECTING HOMELESSNESS

Within Maine, it is estimated that during the course of a year, 3,400 school-age children experience homelessness. These children have many needs, including shelter, health care, food, and clothing. In many cases, education is only a secondary need. Yet, without education, the chances that homeless children will eventually become homeless adults may be significantly increased.

Some factors that affect homelessness and at-risk homelessness are:

- Loss of employment by parents
- Eviction
- Lack of job skills and training to obtain or maintain employment
- History of substance abuse/dependence
- History of family violence
- History of mental illness
- Dual diagnoses
- Abandonment
- Being a run-away
- Lack of parenting skills
- Adolescent pregnancy
- Lack of affordable housing
- Undesirable and/or unsafe conditions in the home (e.g., family violence, sexual abuse, etc.)
- Single-parent family
- Lack of coordination/collaboration between community agencies to meet family needs

Although schools cannot cure the factors affecting homelessness, they can affect the equal access to education for homeless children and youth by developing policies and procedures which ensure such access. If homeless children are provided the opportunity to have success in school they may be able to break the cycle of homelessness.

II. DEVELOPING EFFECTIVE SCHOOL POLICIES AND STRATEGIES

This manual attempts to help schools answer the question, *"What can we do to help homeless children? How can we help homeless children gain equal access to an appropriate and effective education?"* The issues discussed in the guide are, in many cases, compliance issues. If action is required, a law or regulation is cited after the statements contingent on that law. Those statements not contingent on law can be used to further enhance required policy.

The guide is divided into six sections. The first section focuses on issues of school selection. The second section addresses issues relating to the enrollment of homeless children and youth and identifying their presence in schools. The third section focuses on procedures for the request and release of school records for homeless children and youth. The fourth section deals with school attendance and delivery of comparable services to homeless children and youth. The fifth and sixth sections address issues of local education agency contact with out-of-school agencies and coordination of comprehensive services for homeless children and youth.

Each section consists of statements that serve as indicators of the extent to which a school is addressing the identified needs of homeless children and youth. Using this guide, a school unit can identify and acknowledge the ways in which it is addressing the needs of homeless students. Simultaneously, the guide enables the school to identify those areas in which improvement in the policy is possible.

A. School Selection

[McKinney Homeless Assistance Act, 722(3)(A)-(C), (4)]

(3) (A) The local educational agency of each homeless child and each homeless youth shall either --

(i) continue the child's or youth's education in the school of origin

(I) for the remainder of the academic year; or

(II) in any case in which a family becomes homeless between academic years, for the following academic year; or

(ii) enroll the child or youth in any school that nonhomeless students who live in the attendance area in which the child or youth is actually living are eligible to attend; whichever is in the child's best interest or the youth's best interest.

(B) In determining the best interests of the child or youth for purposes of making a school assignment under paragraph (A), consideration shall be given to a request made by a parent regarding school selection.

(C) For purposes of this paragraph, the term *"school of origin"* shall mean the school that the child or youth attended when permanently housed, or the school in which the child or youth was last enrolled.

(4) The choice regarding placement shall be made regardless of whether the child or youth is living with the homeless parents or has been temporarily placed elsewhere by the parents.

1. **Goal:** *Decisions and determinations regarding school choice for homeless children and youth take into account the child's or youth's best interest.*

a. Objective: *School personnel will assist the homeless child or youth to make an informed decision about school choice.*

Y	N		
___	___	(1)	School personnel understand the two school choices that a homeless child or youth has for educational placement: (a) school of origin; or (b) school in the attendance area in which the child or youth is actually living.
___	___	(2)	The school has procedures for determining what choice is in the child's best interest. [McKinney Homeless Assistance Act Section 722(e)(3)(A-C)]
___	___	(3)	The school unit is prepared to consider the homeless child's parents' request regarding school selection. [McKinney Homeless Assistance Act 722(3)(3)(A-C)]

b. Objective: *The local education agency will file an appeal to the Commissioner in the event that a dispute regarding the school unit of choice cannot be resolved informally.*

Y N

___ ___ (1) The local education unit has made provisions to allow that the student remain enrolled in the school unit of choice and receive all services necessary for success during the pendency of the appeal. [McKinney Homeless Assistance Act 722(e)(1)(B)]

___ ___ (2) The school authorities are prepared to offer information to help the Commissioner come to a decision in the appeal process. [McKinney Homeless Assistance Act 722(e)(1)(B)]

___ ___ (3) The school unit filing the appeal will file promptly to ensure an expeditious decision by the Commissioner.

B. Enrollment/Identification

[McKinney Homeless Assistance Act 722.(e)(9)]
Each state and local education agency shall review and revise all policies that may act as barriers to the enrollment of homeless children and youth in schools selected in accordance with paragraph (3). In reviewing and revising such policies, consideration shall be given to issues concerning transportation, requirements of immunization, residency, birth certificates, school records or other documentation, and guardianship. Special attention shall be given to ensuring enrollment and attendance of homeless children and youths who are not currently attending school.

2. **Goal:** *All homeless children and youth are enrolled in a manner which respects confidentiality and identifies their needs.*

a. Objective: *The school is proactive in its efforts to enroll homeless children and youth.*

Y N

___ ___ (1) The school provides written information on student enrollment policies and procedures, including actual enrollment forms, in English, Spanish, and other appropriate languages.

Y N

___ ___ (2) Information on student enrollment policies and procedures (including actual enrollment forms) is made available to parents in places other than the school district central office, including:

Y N

___ ___ a. school building offices,
___ ___ b. shelters,
___ ___ c. day care centers,
___ ___ d. other community agencies, and
___ ___ e. Department of Human Services offices.

___ ___ (3) The school provides information on student enrollment policies and procedures through activities such as:

___ ___ a. enrollment hotlines,
___ ___ b. training for shelter personnel about enrollment processes, and
___ ___ c. radio or television public service announcements.

b. Objective: *All schools should have provisions which ensure immediate enrollment. A parent should not have to make more than one school visit to enroll a child.*

Y N

___ ___ (1) School enrollment guidelines allow for the immediate enrollment of homeless students, providing grace periods, when necessary, to gather needed documents or fees that are not immediately available.

___ ___ (2) The school provides or has access to funds for procuring documents for the enrollment of children in need, including:

___ ___ a. birth certificates
___ ___ b. immunization records, and
___ ___ c. textbook fees,
___ ___ d. library fines,
___ ___ e. lab fees,
___ ___ f. breakage fees,
___ ___ g. lunch loans,
___ ___ h. picture money, and
___ ___ i. other costs.

Y N

___ ___ (3) If the school requires proof of residency through such documents as lease agreements, utility receipts, or similar documents, requirements are waived for homeless students. [McKinney Homeless Assistance Act Section 721(2)]

c. Objective: *When homeless children or youth are not living with their parents or legal guardians, they still have prompt access to school enrollment.*

Y N

___ ___ (1) Runaway youth who are living in youth shelters are allowed to enroll in school without the approval of their parents. [McKinney Homeless Assistance Act Section 721(1)]

Y N

___ ___ (2) Homeless children or youth who are living on their own are allowed to enroll in school after appropriate referrals have been made to child protective services agencies. [McKinney Homeless Assistance Act Section 721(1)]

d. Objective: *Homeless children and youth are enrolled in a manner that does not draw attention to their living arrangements.*

Y N

___ ___ (1) Registrars, secretaries, and other staff persons involved in the enrollment process treat homeless students and their families in a respectful manner that minimizes embarrassment or frustration.

___ ___ (2) Provisions are made to enable homeless parents to enroll their children in a setting that is confidential, such as a private office.

e. Objective: *Care is taken to ensure that homeless student's confidentiality is respected and that homeless students are not subjected to stigmatization, isolation, or danger within school.*

Y N

___ ___ (1) The following records of homeless children are kept so that inappropriate disclosure of the students' living status is prevented:

___ ___ a. cumulative records,
___ ___ b. attendance records,
___ ___ c. disciplinary records,
___ ___ d. report cards,
___ ___ e. directory information, and
___ ___ f. other records and reports. [McKinney Homeless Assistance Act Section 722(e)(6)(B)]

Y N

___ ___ (2) School records of children from domestic violence shelters who are enrolled are maintained in a manner that protects the safety and welfare of the children and the confidentiality of living arrangements.

___ ___ (3) Homeless children are placed in programs with nonhomeless children to the maximum extent. [McKinney Homeless Assistance Act 721(3)]

C. Request and Release of School Records

[McKinney Homeless Assistance Act 722(6)(A)(B)]
(6) Any record ordinarily kept by the school, including immunization records, academic records, birth certificates, guardianship records, and evaluations for special services or programs of each homeless child or youth shall be maintained--
(A) so that the records are available, in a timely fashion, when a child or youth enters a new school district; and
(B) in a manner consistent with section 438 of the General Education Provisions Act.

3. **Goal:** *All efforts are made to procure or release the school records of homeless children and youth to ensure an uninterrupted education.*

a. Objective: *School personnel take steps to ensure that children moving out of the district or to other schools within the district experience minimal disruptions in services.*

Y	N		
___	___	(1)	School personnel forward school records immediately upon request of the receiving school. [McKinney Homeless Assistance Act, Section 722(e)(6)(A)]
___	___	(2)	School personnel make records available to parents of homeless children when parents make such a request. [McKinney Homeless Assistance Act, Section 722(e)(6)(B), Code of Federal Regulations 99.11(b)(2)]
___	___	(3)	School personnel forward school records or provide records to parents when a homeless child has outstanding fees (e.g., lost books, unpaid pictures, lunch loans, etc.).
___	___	(4)	Once special services are offered to a child, the services are continued without interruption if the child is transferred to another school within the school district.
___	___	(5)	In situations in which homeless students tend to regularly move between two, three, or more local shelters, efforts are made to minimize disruptions in services by having all of the shelters assigned to the attendance areas of one or two schools.

D. School Attendance and Delivery of Services

[McKinney Homeless Assistance Act 722(e)(5)]
(5) Each homeless child shall be provided services comparable to services offered to other students in the school selected according to the provisions of paragraph (3), including transportation services, educational services for which the child meets the eligibility criteria, such as compensatory educational programs for the disadvantaged, and educational programs for the handicapped and for students with limited English proficiency; programs in vocational education; programs for the gifted and talented; and school meal programs.

4. **Goal:** *All homeless children and youth receive needed services and programs in a manner that reflects a sensitivity to their individual needs.*

a. Objective: *Homeless students have access to appropriate education programs that are designed to enable them to experience school success.*

Y	N		
___	___	(1)	Provisions are made to ensure that pupil-teacher ratios are low enough to enable classroom teachers to promptly assess and meet the needs of homeless students.
___	___	(2)	Homeless students are placed in classrooms that include students who live in a variety of living arrangements.
___	___	(3)	Instructional groupings and seating arrangements are made in such a way that homeless students are not segregated from their peers based solely on their residential status.
___	___	(4)	Provisions are made to ensure that there are accessible tutorial services, adequate to meet the needs of homeless students.
___	___	(5)	Provisions are made to ensure that homeless students have access to assistance with homework, including either after-school tutoring, in-shelter tutoring, homework hotlines, or other strategies.
___	___	(6)	The living arrangements of homeless students are taken into consideration when homework assignments are given.
___	___	(7)	Provisions are made to ensure that homeless students have access to needed school supplies immediately upon school enrollment.
___	___	(8)	When school supplies are provided to homeless students, they are provided in a confidential manner that does not draw attention to the students receiving the supplies.

b. Objective: *Homeless children and youth have access to free/reduced meal programs.*

Y	N		
___	___	(1)	Homeless children are evaluated to determine eligibility for free/reduced meal programs immediately upon enrollment. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(2)	Homeless children who qualify are able to access free/reduced breakfast and lunch programs. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(3)	Homeless children are provided food services in a manner that does not bring undue attention to their living arrangements.

c. Objective: *Homeless children and youth have access to transportation services that help enable them to benefit from education.*

Y	N		
___	___	(1)	Homeless children's needs are assessed to determine if special transportation services are required. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(2)	Transportation services begin immediately once eligibility is determined.
___	___	(3)	In situations in which walking to and from school is dangerous or unrealistic, the district provides transportation.
___	___	(4)	Efforts are made to minimize embarrassment or stress felt by homeless students by planning bus routes and bus stops in a way that does not draw attention to their living arrangements.
___	___	(5)	In situations in which homeless students attend a day care center (apart from the shelter in which they reside) before school, transportation is provided to school from the day care center.
___	___	(6)	In situations in which homeless students attend a day care center (apart from the shelter in which they reside) after school, transportation is provided from school to the day care center.
___	___	(7)	When it is in the homeless student's best interest to attend the school of origin, and the student's shelter or other living arrangement is in a different school attendance zone, arrangements are made to provide transportation for the student to and from school.

d. Objective: *Homeless students have access to health services that help enable them to benefit from education.*

Y	N		
___	___	(1)	Provisions are made to ensure that homeless students who have not been immunized receive required immunizations immediately upon school enrollment.
___	___	(2)	Provisions are made to ensure that the health needs of homeless students are assessed by qualified school health personnel immediately upon school enrollment.
___	___	(3)	Provisions are made to ensure the adequate availability of school health personnel at all schools serving homeless students.
___	___	(4)	Provisions are made to ensure that homeless youth have appropriate information about health concerns related to their individual needs.
___	___	(5)	Provisions are made to ensure that homeless students have access to dental, vision, and hearing services when such services may better enable the student to benefit from education.
___	___	(6)	Provisions are made to ensure that homeless students have access to medical services when such services may better enable the student to benefit from education.
___	___	(7)	Provisions are made to provide homeless students with appropriate clothing and shoes when they lack appropriate apparel.
___	___	(8)	When school clothes or school shoes are provided, they are provided in a confidential manner that does not draw attention to the student receiving the items.
___	___	(9)	When homeless students have basic hygiene needs that are not being met, there are provisions for addressing those needs in a way that does not draw attention to the students receiving the assistance.

e. Objective: *Homeless students have access to counseling services that help enable them to benefit from education.*

Y	N		
___	___	(1)	Provisions are made to ensure that the counseling needs of homeless students are promptly and adequately assessed upon school enrollment.
___	___	(2)	Provisions are made to ensure that there are adequate counseling services available to meet the needs of homeless children and youth.

Y N

___ ___ (3) In allocating counseling/social work personnel, the district gives adequate consideration to the needs of schools that serve large numbers of homeless students.

___ ___ (4) Support groups are formed that help homeless students better manage the stresses in their personal/family lives so that they might be more likely to achieve success in school.

___ ___ (5) Provisions are made to ensure that homeless students have access to individual counseling sessions with appropriately trained personnel, when necessary.

___ ___ (6) Counseling services are provided in a confidential manner that does not draw attention to the students receiving the assistance.

f. Objective: *Homeless students who have limited English proficiency have prompt access to appropriate services.*

Y N

___ ___ (1) Provisions are made to ensure that homeless children will be promptly assessed to determine their level of English proficiency and level of proficiency with their native language (if other than English). [McKinney Homeless Assistance Act, Section 722(e)(5)]

___ ___ (2) Homeless students are eligible for services provided to limited English proficient students, and such services are made available promptly. [McKinney Homeless Assistance Act, Section 722(e)(5)]

___ ___ (3) In being assessed, identified, and served as a limited English proficient student, homeless students are provided all of the rights and privileges required by federal, state, and local laws, rules, and policies. [McKinney Homeless Assistance Act, Section 722(e)(5)]

___ ___ (4) Limited English proficient parent(s)/guardian(s) residing with their homeless children or youth or limited English proficient children or youth residing apart from parent(s)/guardian(s) are notified of school activities, programs, meetings, educational rights, instructional changes, and school rules in a language they comprehend.

g. Objective: *Homeless students who need special education have prompt access to appropriate services.*

Y	N		
___	___	(1)	When homeless students exhibit characteristics of exceptionalities, school personnel promptly make referrals for special education evaluation. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(2)	When referrals for special education evaluation are made, special considerations are made to ensure that evaluation occurs prior to the student moving.
___	___	(3)	When special education evaluations are conducted, special considerations are made to ensure that necessary meetings are convened immediately, so that placement decisions can be made prior to the student moving.
___	___	(4)	In all special education processes, from referral through placement, homeless students are provided all of the rights and privileges required by federal, state, and local laws, rules, and policies. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(5)	When homeless students indicate that they participated in special education programs in a previous school, there are provisions for placing the students immediately in a comparable program until further evaluation or verification can take place. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(6)	The school district makes adequate outreach efforts to inform homeless parents and shelter personnel about programs for handicapped infants and young children.
___	___	(7)	The school district provides, at local shelters, periodic early childhood screening clinics for handicapping conditions.
___	___	(8)	When homeless infants and toddlers are identified through screening procedures as being eligible for special education evaluation, evaluation is promptly provided in accordance with all rights granted by federal, state, and local laws and policies. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(9)	When homeless infants and toddlers are determined to be eligible for special education early childhood services, such services are promptly provided. [McKinney Homeless Assistance Act, Section 722(e)(5)]

h. Objective: *Homeless students who are intellectually/academically gifted or talented have prompt access to appropriate services.*

Y	N		
___	___	(1)	When homeless students exhibit characteristics of gifted students, school personnel promptly make referral for gifted program evaluation. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(2)	When referrals for gifted program evaluation are made, special considerations are made to ensure that evaluation occurs prior to the student moving.
___	___	(3)	When homeless students meet the criteria for placement in gifted programs, appropriate placement is made promptly. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(4)	In all evaluation processes for gifted program placement, homeless students are provided all of the rights and privileges required by federal, state, and local laws, rules, and policies. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(5)	When homeless students enroll, who indicate that they participated in gifted programs in a previous school, provisions are made for immediate placement in a comparable program until further evaluation or verification can take place.

i. Objective: *Homeless students who may benefit from vocational education or work-study programs have prompt access to appropriate services.*

Y	N		
___	___	(1)	Homeless students are provided information about vocational education and work-study programs upon school enrollment.
___	___	(2)	The school makes adequate outreach efforts to inform homeless students, who may have dropped out or who may be reluctant to enroll, about vocational education and alternative education programs.
___	___	(3)	If a homeless student expresses interest in participating in a vocational education program, eligibility is assessed promptly and on the same basis as used for other students. [McKinney Homeless Assistance Act, Section 722(e)(5)]
___	___	(4)	If a homeless student is eligible for participation in a vocational education program, access is provided, even when the student enrolls in mid-year. [McKinney Homeless Assistance Act, Section 722(e)(5)]

j. Objective: *Homeless students who are at-risk of dropping out of school, have prompt access to appropriate services.*

Y	N		
___	___	(1)	The school provides remedial and support programs for homeless students who are "at-risk" of dropping out of school.
___	___	(2)	The school district has adopted a policy that includes homeless students in the definition of students "at-risk."
___	___	(3)	The school has assessed its alternative education programs to determine the extent to which they are accessible to and appropriate for addressing the needs of homeless students.
___	___	(4)	If the school's alternative education programs have been found to be inaccessible to homeless students or inappropriate for addressing their needs, the school has developed specific action plans for making programs accessible and appropriate.
___	___	(5)	Homeless students are provided information about "at-risk" programs or alternative education programs upon enrollment, when those programs might appropriately address the student's needs.
___	___	(6)	The school makes adequate outreach efforts to inform homeless students, who may have dropped out or who may be reluctant to enroll, about "at-risk" or alternative education programs.
___	___	(7)	If a homeless student expresses interest in participating in "at-risk" or alternative education programs, eligibility for such programs is assessed promptly and on the same criteria as used for other students.
___	___	(8)	If a homeless student is eligible for participation in an "at-risk" or alternative education program, access to the program is provided, even when the student enrolls in mid-year or for a short period of time.
___	___	(9)	The school provides services to help pregnant teenagers and teenage parents stay in school and those services are accessible to homeless students who need such services.

k. Objective: *Homeless students who are eligible for preschool services promptly receive appropriate services.*

Y	N		
___	___	(1)	The school makes adequate outreach efforts to inform the parents of homeless children and shelter personnel about available preschool programs.

Y N

___ ___ (2) When a homeless child seeks enrollment in a preschool program, eligibility is determined promptly, based upon criteria that are no more restrictive than those used to determine eligibility for other children. [McKinney Homeless Assistance Act, Section 722(e)(5)]

___ ___ (3) When homeless children are eligible for preschool services, prompt access to service is provided. [McKinney Homeless Assistance Act, Section 722(e)(5)]

___ ___ (4) The school provides all day preschool services for students who need such services.

l. Objective: *Homeless students are provided access to extra-curricular activities available to other students.*

Y N

___ ___ (1) The school makes adequate outreach efforts to make homeless students and their parents aware of extra-curricular activities sponsored by the school.

___ ___ (2) Special efforts are made to ensure that transportation and/or personal finances are not barriers to homeless students who wish to participate in extra-curricular activities sponsored by the school.

___ ___ (3) The school makes efforts to ensure that access to extra-curricular activities is made available in a manner that does not draw attention to students' living arrangements.

___ ___ (4) The school provides after-school programs that are available to all students, including homeless students.

___ ___ (5) The school provides before-school programs that are available to all students, including homeless students.

m. Objective: *Homeless students are provided educational services in "shelter school" environments only on a temporary basis when it is in the best interest of the student to do so, and when comparable services can be ensured.*

Y N

___ ___ (1) In situations in which homeless students cannot attend regular school programs (e.g., because of illness or the risk of domestic violence), opportunities are provided for homebound instruction or shelter school programs.

Y N

___ ___ (2) In situations in which homeless students may be better able to benefit from shelter school programs than regular programs because of the nature of therapy being provided in the shelter, opportunities are provided for homebound instruction or shelter school programs.

___ ___ (3) If shelter school programs are provided, students are given the option of attending regular public school programs.

___ ___ (4) If shelter school programs are provided, homeless students are given access to comparable materials, supplies, curriculum, equipment, professional personnel, and ancillary services as other students. [McKinney Homeless Assistance Act, Section 722(e)(5)]

___ ___ (5) If shelter school programs are provided, placement decisions are based upon the individual needs of the homeless student rather than school administrative concerns (e.g., transportation, enrollment requirements, etc.).

n. Objective: *Homeless students have access to summer school programs to enable them to meet academic requirements, improve academic skills, and maximize opportunities for school success.*

Y N

___ ___ (1) The school makes adequate outreach efforts to inform homeless students and their parents about summer school offerings.

___ ___ (2) Special efforts are made to ensure that transportation and/or personal finances are not barriers to homeless students who wish to participate in summer school programs.

___ ___ (3) If summer school is offered, efforts are made to ensure that homeless students attend if they otherwise meet eligibility requirements.

o. Objective: *The school works with shelter providers in actively encouraging the parents of homeless students to become involved in school activities.*

Y N

___ ___ (1) Outreach efforts are made to ensure the participation of homeless parents in school activities, including, but not limited to, teacher conferences, classroom visits, PTA meetings, parent training activities. etc.

___ ___ (2) Special efforts are made to ensure that barriers such as transportation or personal finances do not prohibit homeless parents from participating in school activities.

Y N

___ ___ (3) The school provides training for parents related to issues of importance for homeless students (e.g., how parents can help with homework, language development, self-concept enhancement, etc.)

___ ___ (4) Parent training activities are scheduled during times and in places that are accessible to homeless parents.

E. Contact with Out-of-School Agencies

[McKinney Homeless Assistance Act 722(e)(7)]
(7) Each local education agency serving homeless children or youth that receives assistance under this title shall coordinate with local social service agencies, and other agencies or programs providing services to such children or youth and their families.

5. **Goal:** *Training programs are provided to help school personnel become aware of and sensitive to the needs of homeless children and youth*

a. Objective: *School personnel are aware of local facilities that serve homeless children and youth and the extent to which children and youth in the community experience homelessness.*

Y N

___ ___ (1) School personnel are made aware of the shelters in their community or attendance zone, including:

Y N

___ ___ a. domestic violence shelters,
___ ___ b. runaway youth shelters,
___ ___ c. child protective services shelters
___ ___ d. emergency shelters associated with residential facilities, and
___ ___ e. rescue missions and other emergency shelters.

___ ___ (2) School personnel are made aware of other places in their community or attendance zone where homeless people might be living, including:

Y N

___ ___ a. campgrounds,
___ ___ b. motels/hotels,
___ ___ c. abandoned buildings, and
___ ___ d. other areas where homeless individuals may live.

___ ___ (3) School personnel are made aware of the agencies within their community that might provide services (other than shelter) to homeless children and youth, including:

Y N

___ ___ a. community action agencies,
___ ___ b. private industry councils,
___ ___ c. food banks,
___ ___ d. church/civic organizations,
___ ___ e. counseling providers (e.g. child abuse councils, child guidance centers, treatment centers, etc.), and
___ ___ f. other service providers.

___ ___ (4) School personnel have visited shelters or other agencies within their community that provide services to homeless children and youth.

___ ___ (5) School personnel are prepared to contact these agencies in order to facilitate homeless children's and youth's receipt of necessary services.

F. Interagency Coordination for Comprehensive Services In- and Out-of-School

[McKinney Homeless Assistance Act 722(e)(7)]
(7) Each local educational agency serving homeless children or youth that receives assistance under this title shall coordinate with local social service agencies, and other agencies or programs providing services to such children or youth and their families.

6. **Goal:** *Homeless children and youth receive in- and out-of-school services commensurate to their needs.*

a. Objective: *The local education agency will coordinate services with other social service agencies to meet the in- and out-of-school needs of homeless children and youth.*

Y N

___ ___ (1) The local education agency is aware of and in contact with other service agencies.

___ ___ (2) The local education agency has given school personnel training and referral strategies to alert officials to the out-of-school needs of homeless children and youth.

___ ___ (3) There is documented regular communication between appropriate school personnel and staff from the emergency shelters or transitional housing programs.

___ ___ (4) Shelter personnel provide in-service training to school personnel on the emotional, physical, and psychological needs of homeless students.

___ ___ (5) School personnel provide in-service training to shelter personnel on the educational needs of homeless students.

Y N

___ ___ (6) Where shelter personnel are involved in providing educational services, there are agreements between the school district and the shelter addressing support for teachers and other support personnel, transportation, books, equipment, materials, and other issues such as how credits will be determined.

b. Objective: *School personnel work with other public and private community agencies to ensure that the needs of homeless students and their families are met.*

Y N

___ ___ (1) When a child enrolls, there is a formal assessment of need for services beyond that which may regularly be provided by the school district including, but not limited to, counseling, health services, food services, transportation, psychological services, shelter.

___ ___ (2) School personnel are aware of the referral sources for the following services: crisis counseling services (individual and/or family), pregnancy, substance abuse, child abuse, emergency shelter, domestic violence hotline, runaway hotline, nutrition assistance programs, emergency/non-emergency medical care, clothing, and transportation.

___ ___ (3) A current directory of social service agencies and the services they offer (or a computerized information and referral program) is available and easily accessible to school personnel, including, but not limited to, nurses, counselors, teachers, social workers, and administrators.

___ ___ (4) When it is determined that a child has needs that cannot be met through district programs, school personnel actively assist in making referrals for the necessary services.

___ ___ (5) Once referrals are made, school personnel routinely follow-up to ensure that homeless students receive needed services.

___ ___ (6) Efforts are made through the school to educate the homeless and their children about available social service resources, health care services, and other needed services available in the community.

___ ___ (7) When homeless students have needs that are not being adequately addressed by any other agency, and school funds are not available to respond to needs, the school district works with existing funding resources (e.g. United Way, Urban League, Private Industry Council, local foundations) to ensure the availability of needed services.

c. Objective: *The school district assumes a leadership role in improving services for homeless children and youth in the community.*

Y	N		
___	___	(1)	The school participates in community efforts to assess and respond to the needs of homeless children in the community.
___	___	(2)	The school district has an ongoing homeless task force or committee that includes representatives from the school, shelters, and low income housing programs, and other social service agencies.
___	___	(3)	The homeless task force has regularly scheduled meetings.
___	___	(4)	The homeless task force has well-defined procedures for making recommendations to the board of education on policies affecting homeless students.
___	___	(5)	The school district routinely assesses interagency coordination efforts and identifies and addresses any referral/service gaps.
___	___	(6)	If the community has before-school and/or after-school programs, the school district has coordinated efforts to ensure that homeless students have access to these programs.
___	___	(7)	If the community does not have before-school and/or after-school programs, the school district has played a leadership role in articulating the need for such programs and initiating the development of such programs.